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these figures have no absolute value, they are at least highly suggestive. Perhaps in the case of France the relative disadvantage will be overcome if a sufficiently large number of our young men justify the popular report and remain as settlers in France. But since this whole question of population is one of quality rather than of quantity, the post-bellum problem of population will be essentially a problem in eugenics; not, therefore, of blind and headlong procreation, but of eugenic criteria based on intelligence, reason, and science. Thus the author ranges himself distinctly with the liberal eugenists, and his three most significant chapters, namely, "Selezione e Guerra," "Gli Effetti demografici della guerra," and "Il Problema della popolazione dopo la guerra," are distinctly broad-gauge essays on race eugenics.

The book is engagingly written and attractively printed with a fairly adequate table of contents but no real index.

ARTHUR J. TODD

UNIVERSITY OF MINNESOTA

Lawrence Social Survey. By F. W. BLACKMAR and E. W. BURGESS, Department of Sociology, Lawrence, Kan. Pp. 125.

This survey, which has already influenced the social life of Lawrence, contains material of value to all interested in the social conditions of our smaller cities. It is clearly written, gives evidence of accuracy, and demonstrates courage. The first chapter, "Land and Its People," has information regarding home conditions seldom found in surveys and very significant to the sociologists. The survey would have had added usefulness if it had contained a greater amount of graphic material for illustration and a summary of conditions and recommendations at the end.

E. R. GROVES

NEW HAMPSHIRE UNIVERSITY

Problems of Subnormality. By J. E. WALLACE WALLIN. With an Introduction by JOHN W. WITHERS, PH.D. Yonkers-on-Hudson, N.Y.: World Book Co., 1917. Pp. xv+485. \$3.00.

Mr. Wallin's book on *Problems of Subnormality* treats of the following topics: the history of the recognition and treatment of feeble-mindedness; the scientific standards in use in identifying the feeble-minded, in deciding which of them should be excluded entirely from school, which of them assigned to classes for the feeble-minded, which assigned to classes